



First Kids

We're moving where? Which white house? President of what?

The family of the President of

the United States is called the First Family. Children of the First Family are referred to as "First Kids". From President and Mrs. John Adams to President and Mrs. Donald Trump, history tells us there have been 154 First Kids in the White House, moving in at various ages and stages in their lives. When President and Mrs. Abraham Lincoln moved to the White House, their children ranged in age from 7-17 but only the two youngest, Willie and Tad, lived in the White House full time; President and Mrs. Ulysses S. Grant had 4 children, three sons and one daughter, ranging in age from 10-18. President Reagan had four children who were all adults when their father was elected. President and Mrs. Obama's two daughters grew up into their teen years in the White House.

Not only do these families move into a new house, but they move into the White House where they find many new faces, activities and special events – some including kings, queens, and movie stars.

What would it be like to live in the White House? Most of us will never know. We can only imagine.

Procedure:

Begin the activity by showing students a photo of the White House and discussing its size – 132 rooms, including 35 bathrooms, four kitchens, and a bowling alley! Ask students to compare these numbers to their home. Briefly discuss what it might be like to live in such a large house.

Students will imagine they will soon be moving to the White House to live there for the next four years as a First Kid. What will life be like? How will life change? Will there be new rules?

Students will write a two-page "how to" instruction guide for moving into and living in the White House based, not on research of other First Kids, but on what students perceive, imagine and dream their lives would be like moving to the White House. Students should address and incorporate their "imagined" responses to the following questions in this essay entitled: "JOHN DOE (student's name) GOES TO THE WHITE HOUSE"

Questions to consider:

- When will I be moving?
- How will people know I'm living there?
- What will happen to my other house?
- How will we get our furniture to the White House?
- Where will I play? Can I take my bike?
- How will my friends call me and come to visit me?
- Can I get snacks there?
- Can I take my pet?
- What will my room look like?
- What will my school be like? How will I get there?
- What will I do in the summer when there's no school?
- What kinds of things will I do for fun?
- How do kids have birthday parties in the White House?
- Why are there guards in the White House?
- Who will wash my clothes?
- What if I get sick? Is there a doctor?
- How long will I live there?
- Will I still have a home when I leave the White House?

All students should read their "instructions" to the class.

Extension 1: Before the end of the school day, have students reflect on their day. They should think about the things they've done and said, as well as the influence they may have had on others. Discuss the idea of private life and public figures. How different might their lives be if they lived in the White House?

Extension 2: No doubt there are some "house rules" for kids in the White House. Who makes the rules and what happens when a rule is broken? Create a list of 5-10 rules for kids in the White House. As a class, compare lists and determine one official list of rules. Compose a letter to the current First Lady, describing this project and enclosing a copy of these rules.

Want to tour the White House before making your rules?

Go to
<https://artsandculture.google.com/partner/the-white-house>

Grade Level: 3-6

Materials:

Photo and descriptive information about the White House

Objectives:

As a result of this activity students will:

- Imagine life in the White House and as a First Kid
- Be able to read a series of questions and write answers in a story form.

Illinois Learning Standards

English/Language Arts

CCR Reading: Range of Reading and Level of Text Complexity: 10. Read and comprehend complex literary and information texts independently

CCR Writing: Text Types and Purposes: 3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

CCR Writing: Production and

Distribution of Writing: 4. Produce clear and coherent writing in which the development, organizations, and style are appropriate to task, purpose, and audience.

CCR Speaking and Listening:

Comprehension and Collaboration: 1.

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CCR Speaking and Listening:

Presentation of Knowledge and Ideas: 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

CCR Language: Conventions of Standard English: 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Social Science

SS.IS.1.3-5: Develop essential questions and explain the importance of the questions to self and others.

SS.IS.2.3-5: Create supporting questions to help answer essential questions in an inquiry.

SS.IS.6.3-5: Construct and critique arguments and explanations using reasoning, examples, and details from multiple sources.